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ABSTRACT

A survey involving 1,024 secondary pupils and 22 career educators from schools throughout the United Kingdom collected information on pupils' perceptions of entering the hotel and catering industry as a career. The research looked in detail at the job expectations of pupils, the status they associated with hotel and catering and nonhotel and catering jobs, and their preferred and most useful sources of career information. Pupil information was collected by questionnaire. Statistical techniques included descriptive statistics, significance tests, and grouping procedures. Semistructured telephone interviews collected qualitative information from teachers. Five key factors influenced pupils' job expectations: potential for career development, personal satisfaction, work content, initiative, and job role. Generally, pupils had a narrow perception of the range of jobs and opportunities. The status associated with hotel and catering jobs was significantly lower than that associated with other jobs within the same occupational classification. Pupils viewed jobs within the industry as synonymous with low status. Work experience and workplace visits were the most preferred sources of career information. Pupils found career literature and videos slightly more useful sources of career information for hotel and catering jobs than for other jobs. Career educators were more useful to pupils trying to find out about jobs in general. Family was a primary source of information for all jobs. (YLB)

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ED 372 179

Tomorrow's workforce: school pupils' views of a career in hospitality

RESEARCH *Report*

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Tomorrow's workforce: school pupils' views of a *career* in *hospitality*

RESEARCH *Report* 1993

HOTEL & CATERING TRAINING COMPANY

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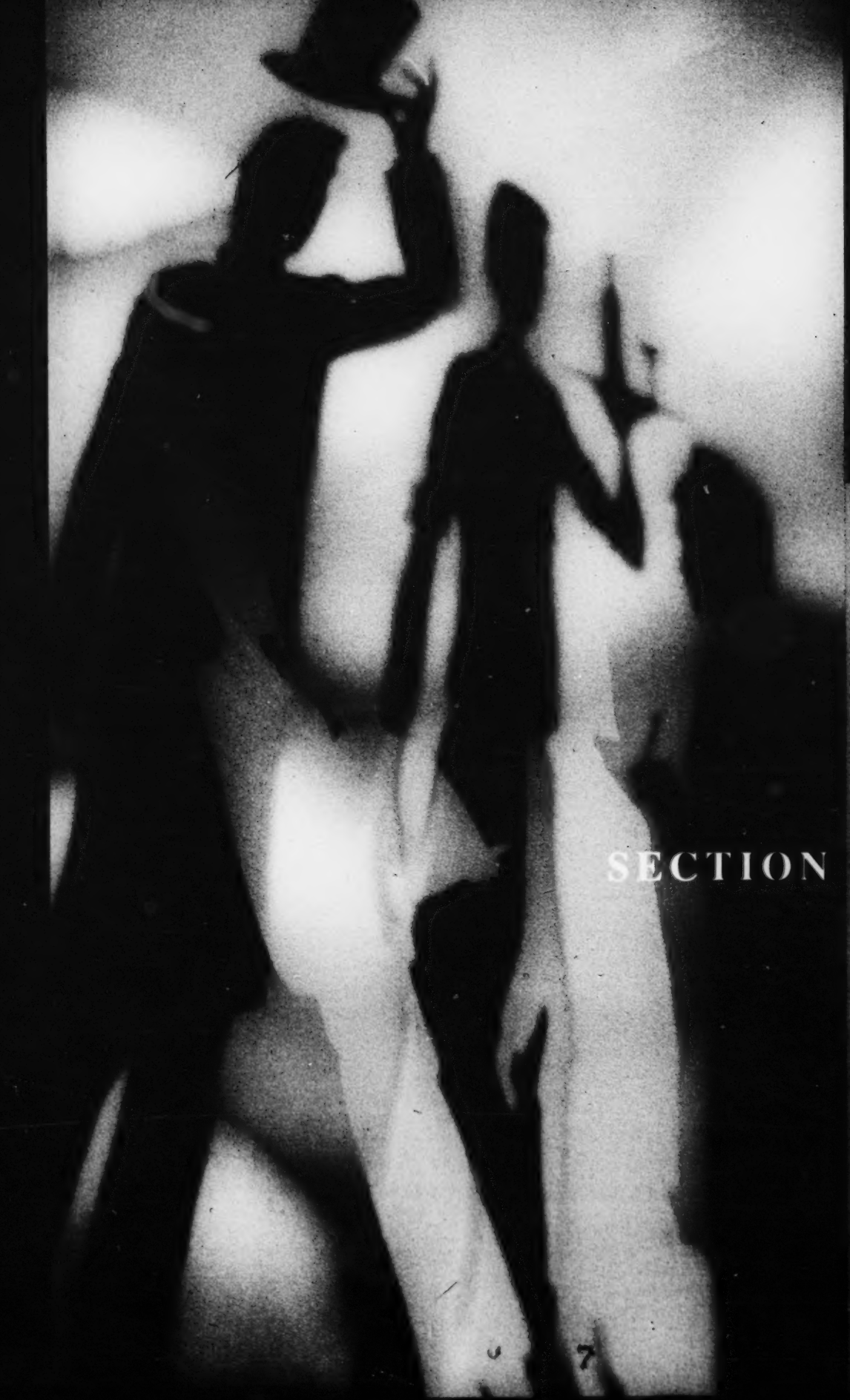

Summary and recommendations

SECTION *One*

HOTEL & CATERING TRAINING COMPANY

This report describes the findings of a major HCTC research project which looked into:

- school pupils' perceptions of entering the hotel and catering industry as a career
- factors influencing their decisions on careers
- the range and value of different sources of careers information available.

The overall objective was to make recommendations on how careers information might be targeted more effectively to improve the perceptions of the hospitality industry as an attractive career option.

The survey involved 1,024 pupils and 22 careers teachers from schools throughout the UK. Information was collected on pupils' expectations of work, their perceptions of the status of jobs within the hotel and catering industry, the opportunities available in the industry and their evaluation of methods and sources of careers information.

At the start of the study, five factors were identified which might impact on pupils' views:

- *geographical location* – Scotland, England, Wales and Northern Ireland
- *school type* – comprehensive, secondary modern, grammar and independent
- *school year* – fourth/fifth formers
- *educational intentions* – to enter further education or seek work as soon as possible
- *work experience* – experience of work in general, direct or indirect experience of hotel and catering work.

SUMMARY

The research looked in detail at:

- the *job expectations* of pupils
- the *status* pupils associated with hotel and catering and non-hotel and catering jobs
- pupils' *preferred sources of careers information*
- what pupils found *useful sources of careers information*.

Five key factors were found to influence pupils' **job expectations**. In order of importance these were:

- *the potential for career development* – opportunity to earn a high salary, good career opportunities/prospects, job security, good performance rewarded with recognition, comfortable working conditions
- *personal satisfaction* – interests and challenges the mind, variety, fits with personal values/beliefs, feeling of achievement, working with friendly people
- *work content* – use of subjects chosen for study, chance to learn new skills
- *initiative* – working alone, self-autonomy at work
- *job role* – responsibility, working for the good of others, supervision of others, respected by others, regular routine.

Generally, pupils had a narrow perception of the range of jobs and opportunities within the industry. For many hotel and catering jobs, the opportunity to learn new skills and the prospects for a career were seen as poor.

The **status** associated with hotel and catering jobs was significantly lower than that associated with non-hotel and catering jobs within the same occupational classification[1]. Pupils viewed jobs within the industry as synonymous with low status.

[1] As defined by the *Office of Population Censuses and Surveys Classification of Occupations* (OPCS), 1980

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Work experience and workplace visits were the most **preferred sources of careers information**, careers videos and careers literature the least preferred.

Pupils found careers literature and videos slightly more **useful sources of careers information** for hotel and catering jobs than non-hotel and catering jobs. This was in spite of the fact that such information was not widely available, the information they had seen was out of date and, on the whole, did not reflect the full range of opportunities in the industry.

Careers teachers were more useful to pupils trying to find out about jobs in general rather than hotel and catering jobs. Family appeared to be a primary source of information with respect to both hotel and catering and non-hotel and catering jobs.

Influencing factors

With regard to the five factors initially thought to impact on pupils' views, the findings showed:

Geographical location

Geographical location did not have a widespread influence on pupils' views. Overall, respondents throughout the UK had similar perceptions of what the industry offered in terms of a career and held similar views on the value and availability of different sources of careers information.

School type

In terms of *job expectations*, significantly more emphasis was placed on:

- job role by pupils from comprehensive and independent schools than those in grammar schools
- work content by pupils from secondary modern and comprehensive schools than those from grammar and independent schools.

Comprehensive and secondary modern pupils perceived both hotel and catering occupational groups and non-hotel and catering occupational groups to have more *status* than grammar and independent pupils.

Comprehensive, secondary modern and grammar pupils gave a higher rating to careers literature and videos as *preferred sources of careers information* than pupils from independent schools.

Independent and grammar pupils found most *sources of careers information* on hotel and catering jobs less useful than secondary modern and comprehensive pupils. The gap was smallest for visits.

For non-hotel and catering jobs:

- independent pupils viewed literature significantly less useful than other pupils
- comprehensive and secondary modern pupils rated careers videos, television programmes and talks as more useful than pupils from either grammar or independent schools
- secondary modern pupils viewed careers teachers and work experience as more useful than pupils from grammar, independent and comprehensive schools.

School year

There was very little difference between pupils in either the fourth or fifth form regarding *expectations*, or the *status*, of jobs. Fifth year pupils rated literature, videos, careers teachers, work experience and talks as being *more useful sources of careers information* than fourth formers.

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Educational intentions

Pupils tended to associate *status* with those occupational groups they aspired to. Those who would be leaving school either before or directly after taking GCSEs/SCEs, were less ambitious in their job aspirations, and viewed the hotel and catering industry more favourably than those planning to continue their education.

Work experience

Both direct and indirect experience of the industry were found to have a positive influence on perceptions of hotel and catering as a career.

Careers teachers

Careers teachers were generally found to have limited and out-of-date information on the opportunities for career progression offered by the industry. Likewise, the hotel and catering careers literature and videos held by schools were out-dated.

Contacts between education and business were limited and schools largely depended on industry taking the initiative to promote opportunities and distribute careers material.

RECOMMENDATIONS

- Future careers material to focus on what pupils see as important for them in their career (i.e. their expectations of work).
- Clarify and promote more extensively the wide range of opportunities available within the industry and career progression.
- Increase contacts between education and business especially through education business partnerships.
- Improve the effectiveness of careers material (especially videos and literature) through better targeting and widespread distribution to replace out-dated, unpopular materials.
- Encourage careers teachers/advisors and the industry to work together and become more proactive.
- Encourage more initiatives through HCTC's Careers Forum.
- Encourage more initiatives such as Opportunities, Hospitality Matters and Tower Hamlets careers service.
- Support the introduction of the Springboard concept elsewhere.
- Increase the numbers of work placements/ visits for school children.
- Encourage more involvement in lively and entertaining careers talks by representatives from the industry.
- Increase the awareness of careers opportunities in the eyes of families and other influencers as well as pupils.

The implementation of these recommendations will depend on the support and intervention of a number of bodies:

- TECs/lecs have a vital role to play in coordinating careers efforts and recruitment needs in local areas
- Education Business Partnerships have a primary role to play in enhancing and strengthening links between schools and industry
- employers have a responsibility to become more actively involved in promotional/ careers initiatives to enhance the image of the industry among future school leavers.

While the initiatives described in the next section (such as Springboard, Opportunities and Hospitality Matters) are to be applauded, this research indicates that much more has to be done to improve the perception of hotel and catering careers among tomorrow's workforce.

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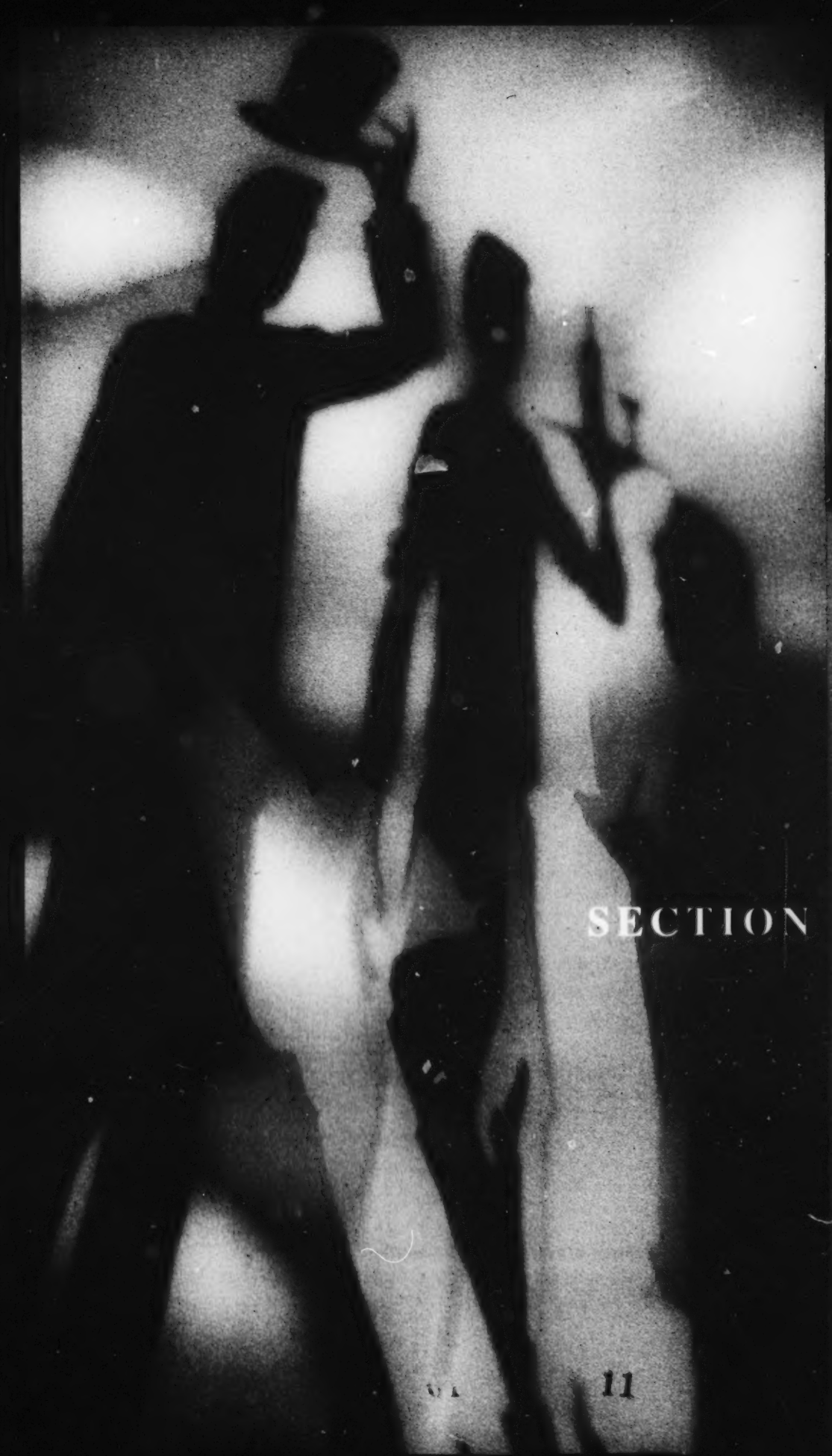

Background and current initiatives

SECTION Two

BACKGROUND

Over the last 11 years a number of studies have been carried out which focused on various issues concerning the recruitment of school leavers into the hotel and catering industry. These studies indicated that:

- the image of the hotel and catering industry was poor
- the expectations held by pupils differed markedly from their perceptions of the opportunities the industry had to offer to satisfy these expectations
- sources of careers information varied in their use and influence
- hotel and catering careers information appeared to be much less prevalent in schools and of a lower quality than that presented by other industries.

Image of the industry

On the whole, the industry does not enjoy a good image among the public. All too often, technological advances and the subsequent increase in standards and conditions for both customers and staff are ignored.

In the UK, in contrast to other European countries, hotel and catering work is still perceived by many as subservient or inferior. The problem is made worse when the media continue to emphasise poor pay and long and unsociable working hours.

A number of studies have shown that there is a clear discrepancy between what pupils expect hotel and catering jobs to provide and the opportunities and rewards they believe such jobs can offer.

Pupils were found to be attracted to careers with well established training structures, good opportunities for promotion and worthwhile financial rewards (Chambers & Stoll[2]). In contrast, the hotel and catering industry was for 'lower ability' pupils. It offered little prestige, unsocial hours, poor pay, low status and few career prospects.

Similar findings were reported in a study with pupils from the north west of England (Blake[3]). Although 65% of the pupils who participated viewed the industry as a viable career option, only 29% considered it as an option suitable for themselves.

More encouragingly, Blake found that pupils with experience of the industry thought more highly of it. However, a recent study by the British Hospitality Association[4] highlighted a new dimension to the problem in that hotel and catering employees themselves placed limited value on their own skills. This inevitably affects employee satisfaction, motivation, commitment and ultimately turnover.

All three studies indicate the importance of identifying pupils' job expectations so that careers guidance can focus on the ability of the hotel and catering industry to fulfil these needs.

Effectiveness of careers information

One of the most comprehensive studies dealing with this issue was that conducted by HCITB[5] in 1981. In a nationwide survey, the sources of careers advice most frequently used by school pupils were:

- careers officers
- literature
- parents
- family

and, rather less influential:

- careers films
- teachers.

The least used sources were:

- experience via part-time jobs
- work visits
- friends
- films
- television programmes.

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Pupils said they would like more:

- help from careers officers
- opportunity to get direct experience of the workplace

and mentioned the importance of information from the industry, and from family and friends. This was also highlighted in the Chambers and Stoll study, which found:

- a strong preference for videos and careers literature
- greater trust in information obtained from personal contacts working within the industry
- that the quality of hotel and catering careers information reaching schools compared very badly with that from other industries (a factor which has contributed strongly to the much improved publications available today).

CURRENT INITIATIVES

At the time this study was conducted, a number of new careers initiatives were beginning to take effect.

TECs/lecs

Training and Enterprise Councils (TECs) in England and Wales and local enterprise companies (lecs) in Scotland were set up in 1989/90 when Government announced its intention to give local business a leading role in the provision of vocational education and training, local skills needs and careers guidance. Their role encompasses the development and implementation of:

- training credits
- Compacts and Education Business Partnerships (EBPs)
- the careers service
- promoting employers' influence in education
- increasing awareness and take-up of NVQs/SVQs.

The White Paper of May 1991[6] proposed an enhanced role for TECs/lecs in careers guidance. They will be expected to integrate with the LEA careers services and in some regions (once the necessary legislation is in place), to directly manage the careers service.

Compacts and Education Business Partnerships

Compacts are bargains between young people, employers and schools or colleges. Personal goals, such as improved attendance and higher attainment are agreed by the young people. In return, local employers provide a job with training, or training leading to a job, for those who achieve their goals.

Compacts are designed to give young people:

- better understanding of work and of the opportunities in employment
- a guaranteed job with training, or training leading to a job
- greater motivation to achieve at school and college
- greater motivation to continue education and training post 16.

For employers, Compacts provide:

- stronger links with schools and colleges
- opportunity to influence and support the curriculum and its delivery.

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[2] *The Attitude of School Leavers to the Hotel and Catering Industry*, Chambers and Stoll, 1988, unpublished

[3] *Perceptions of the Hotel and Catering Industry*, Blake J, *Hospitality*, April 1990, p.24

[4] *Wages and Salary Survey 1991*, BHA

[5] *The Image of the Hotel and Catering Industry: A report on three surveys*, Ellis, P, HCITB, 1981

[6] *Education and Training for the 21st Century*, Cmnd 1536, Vol 1, May 1991, ISBN 0 10 1153627, HMSO

Education Business Partnerships were launched in April 1991 to coordinate all activities between education and business at a local level to:

- establish new links and build on existing links between education and business
- offer opportunities to make education more relevant
- raise enterprise awareness and industrial understanding among teachers and students
- increase employer involvement with, and support for, primary and secondary education. Where a Compact has been set up, it is usually integrated into an Education Business Partnership.

Initiatives taken by Education Business Partnerships include: careers guidance, providing practice in interviewing techniques, student bursaries to support further education and training, teacher placements in industry, seconding employees to work in schools and colleges, work experience and shadowing, structured visits to companies and part-time and summer jobs for young people.

HCTC

Careers work is an important part of the HCTC's responsibilities as successor to the statutory training board. The aim is to ensure that those who want a career or job in the industry are provided with the necessary information through careers literature, articles in school leavers' magazines and prominence at careers events. This has been achieved in the past through a combination of local and national initiatives, working with employers and employers' organisations as well as the trade press.

In 1990 new careers literature was published jointly with the HCIMA. In 1991 this was supplemented by the 30 minute video *A Job Worth Having*. The literature and video have been made widely available at no charge to schools, colleges, careers advisors and employers.

In early 1992 the HCTC, under the auspices of its Trustees, set up a Careers Forum in response to suggestions that the industry's total careers promotional effort might gain weight if each party was aware of what the other parties were doing. The benefits have so far included a more prominent, co-ordinated presence at local and national careers exhibitions, and improved understanding and coordination.

Springboard

Springboard was established in 1990 as a 'one stop job shop'. By visiting its central London location, people of all ages, teachers, parents and careers advisors can get comprehensive information and personal advice on jobs and training opportunities. Computers demonstrate the various career routes in hotels, pubs, restaurants, leisure and tourism outlets. Springboard representatives regularly visit schools throughout London to make presentations.

The same building houses the employment service which offers recruitment and jobseeker services, interview facilities and a job line. The building also provides access to the HCTC where training programmes can be undertaken, particularly linked to Youth and Adult Training.

Springboard is funded and supported by major employers, the Employment Department and key industry organisations. The aim is for the Springboard concept to be copied in other cities throughout the UK.

Forte Opportunities

The Opportunities programme was devised by Trusthouse Forte (now Forte) and launched in February 1990. It seeks to raise the profile of the hospitality industry in the media, in schools, colleges and communities, among careers and employment professionals, teachers and parents and, most of all, with the young people who will be the future of the industry.

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In its first two years, the programme made contact with nearly 5,000 schools, as well as:

- working with the Technical and Vocational Education Initiative (TVEI), Understanding Industry, the teacher placement service, NCVQ, HCIMA, HCTC, the TECs and lecs to build up education-business liaison strategies, produce careers literature and back innovative work placement strategies
- creating careers information packs which integrate with GCSEs in Design & Technology, Business & Information and Tourism & Leisure
- creating a hospitality pack for integration with the National Curriculum key stages 3 & 4, Design and Technology
- supporting major education-industry showcases at prominent conferences and exhibitions.

Hospitality Matters

Hospitality Matters is an independent non-profit making organisation established in 1987 (as Industry Matters) to provide a focus for industry-education liaison initiatives in Northern Ireland. Specific objectives include:

- increasing awareness of industry and available career opportunities (e.g. circulating careers material, providing a presence at careers fairs and giving talks to pupils)
- providing curriculum support based on industry
- providing advice and assistance to both industry and education
- liaising and working with other organisations involved in industry-education links
- encouraging the involvement of parents in their children's career decisions.

Tower Hamlet's careers service

Tower Hamlet's careers service, in conjunction with HCTC, has developed a three year careers strategy:

- phase one introduces the hospitality industry to schools. Information (talks, videos and literature) is targeted at fourth form pupils, whose curriculum timetable is less demanding
- in phase two, selected pupils who have shown an interest, participate with their parents in a careers convention hosted by Britannia Hotels. The convention uses practical activities and games to encourage interest and learning
- in the final phase, work placements are provided for those whose interest in and commitment to the industry has been confirmed.

National and Scottish Vocational Qualifications

The framework of NVQs and SVQs for all sectors of the catering and hospitality industry and licensed trade was launched in 1991.

For further information on these initiatives, contact:

Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB
Tel: 081 579 2400

Forte Opportunities, 166 High Holborn, London WCIV 6TT
Tel: 071 836 7744

Hospitality Matters, Ulster Bank Chambers, 73 May Street, Belfast BT1 3JL
Tel: 0232 330215

Springboard, 1 Denmark Street, London WC2H 8LP
Tel: 071 497 8654

Education Business Partnerships, Room E451, Moorfoot, Sheffield S1 4PQ
Tel: 0742 594754

Directory of TECs/lecs is available from:

Training, Enterprise & Education Directorate, Department of Employment, Moorfoot, Sheffield S1 4PQ
Tel: 0742 753275

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NVQs and SVQs give recognition for achievement at work and, as such, give young people an added incentive to enter the industry. Through NVQs/SVQs everyone working in the industry is encouraged to focus on continuing development and not just their immediate employment or training needs.

Recruitment issues

Although the industry has begun to deal with the issue of image, it is vital to monitor pupils' opinions periodically to assess the impact such initiatives are having, both on the perceived image of the industry and recruitment.

Hotel and catering was one of the major growth industries of the 1980s. Like other industries it has suffered as a result of the Gulf War and the recession, but the future looks encouraging.

The HCTC 1992 report *Meeting Competence Needs*[7] predicts the industry will create an average of 14,000 new jobs a year by the mid-1990's. In addition, some 640,000 people will be required annually to replace those leaving the industry.

Taking growth and wastage rates together, around 13,000 people will have to be recruited per week, including 3,000 skilled, supervisory and managerial staff. These are formidable targets, made more difficult by the shortage of people coming from further and higher education with hotel and catering qualifications, and the decline in the number of 16 to 20 year olds generally.

[7] *Meeting Competence Needs in the Hotel and Catering Industry – now and in the future*, Measurement for Management Decisions, HCTC, March 1992

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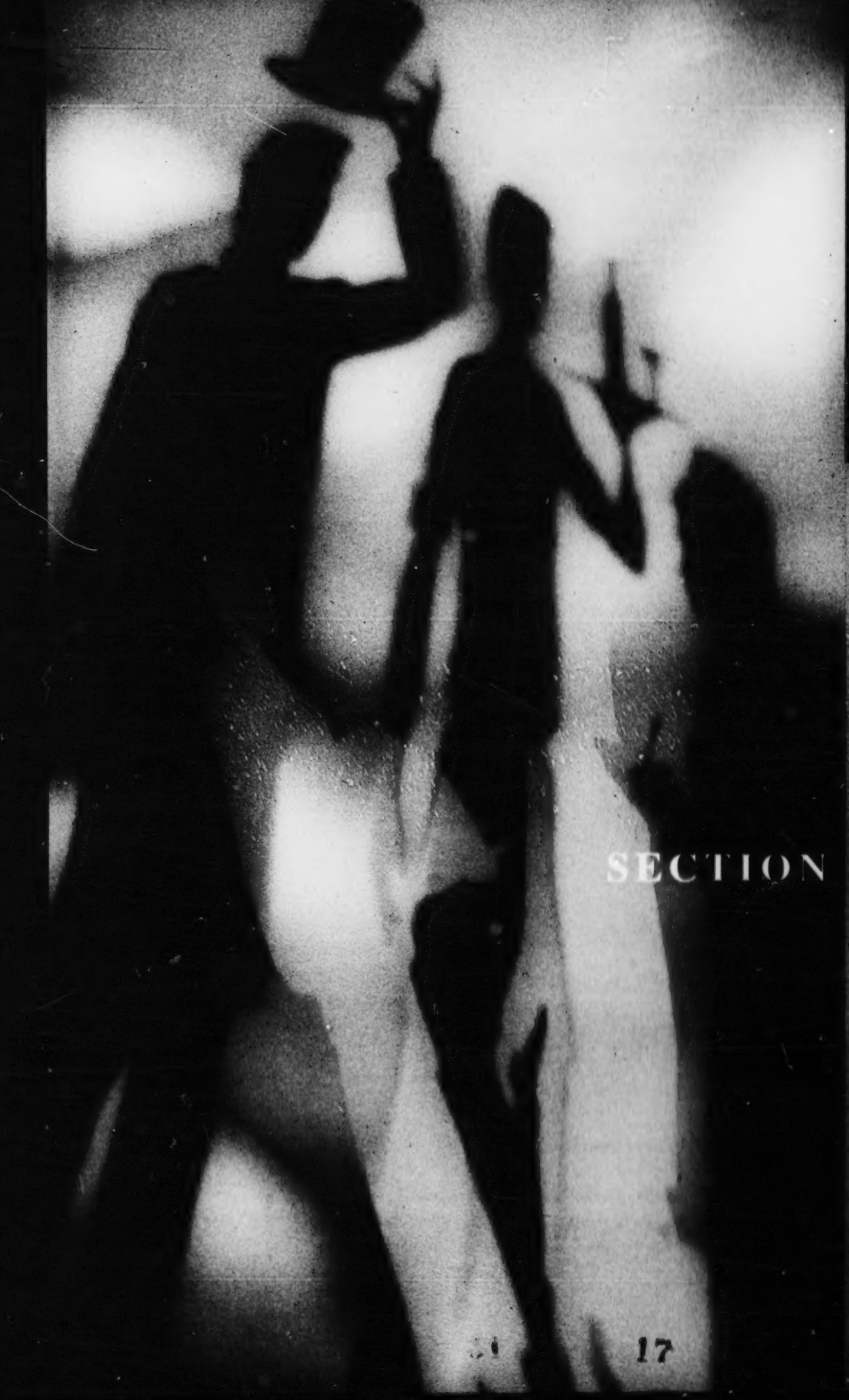

Objectives and methodology

SECTION *Three*

HOTEL & CATERING TRAINING COMPANY

OBJECTIVES

The hotel and catering industry is expected to enjoy sustained growth in the mid 1990s and beyond, while those industries that have traditionally attracted more school leavers are expected to decline. Unless the industry can make itself more appealing to school leavers, employers will find it difficult to recruit good staff in the numbers they need.

These considerations point to the need to investigate how hotel and catering careers information can be better targeted. What action should the various organisations and employers take to ensure the right messages about the industry, and the career opportunities it offers, are communicated to school pupils and their careers advisers?

Previous research provides a valuable background. However, much of the past work in this field has focused on small samples of pupils, so that the findings could not be viewed as representative of the UK as a whole. Furthermore, no recent study has examined what actually happens in schools, particularly in relation to pupils' perceptions of the industry, the availability of careers materials and whether the information which is sent reaches the right people.

The detailed objectives of the research were therefore to identify:

- pupils' perceptions of the industry as a viable career option
- factors influencing school pupils' decisions on careers
- the range and value of different sources of careers information available.

The results would be used to make recommendations for:

- targeting information more effectively to the needs of school pupils
- improving pupils' perceptions of the industry as an attractive career choice.

METHODOLOGY

The research design was influenced by the need to include a good cross section of school pupils, in terms of school type and geographical location, coupled with practical considerations of cost and time.

In general, school pupils begin to make decisions on future career possibilities between the ages of 14 and 16. This was the age group targeted. In a large scale survey, pupils from a sample of schools completed a questionnaire in the presence of a researcher. Thus someone was on hand to deal with any queries on the questionnaire, and to collect completed questionnaires. A high response rate was also ensured.

Other benefits of this approach were:

- personal contact was made with the schools, raising awareness of the hotel and catering industry
- group discussions could be initiated and qualitative data collected
- information could be collected on the range, quality and accessibility of careers material held in the schools.

There were five distinct stages to the research:

1 Developing a self-completion questionnaire which would help achieve the research objectives, and build on previous research.
2 Piloting the questionnaire.
3 Selecting the sample.
4 Using a variety of statistical techniques to analyse the completed questionnaires.
5 Collecting qualitative information from careers teachers and pupils.

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Developing a questionnaire

The questionnaire was divided into four main sections:

Demographic and background details

This section was designed to provide a profile of the sample and gather data on factors which had been shown by previous research to influence pupils' perceptions. Thus differences in pupils' perceptions could be assessed and the reasons for these differences explored.

The information gathered included age, sex, examination intentions, intended school leaving age, job intentions and ethnic origin.

Expectations of work and occupational status associated with the industry

The first part of this section aimed to identify the expectations pupils held of jobs, including the opportunity for career progression, personal development and working conditions. Pupils were asked to rate each job expectation on a five point scale ranging from *not at all important* to *very important*. The results of this data would form the basis of recommendations on the content of new careers material.

The second part set out to establish the status, or respect pupils associated with various jobs in the hotel and catering industry, how it compared with other industries, and what factors influenced status ratings.

A sample of both hotel and non-hotel and catering jobs were selected from each of the five occupational groups defined by the *Office of Population Censuses and Surveys Classification of Occupations* (OPCS), 1980: 1) Professional, 2) Intermediate/managerial, 3) Skilled, 4) Semi-skilled and 5) Unskilled. Pupils were asked to rate each job on a scale ranging from very low status to very high status.

Perceptions of hotel and catering jobs

This section was designed to build a profile of how pupils perceived a variety of jobs within the hotel and catering industry. This would provide a measure of the sort of information pupils were receiving about the industry, in particular the range of work opportunities.

Some 11 jobs were rated against a variety of job characteristics, including pay, length of hours, development of new skills, job variety, job security, and career opportunities.

Influencing factors and careers information

The fourth section examined the extent to which pupils had had previous experience of the industry, either directly through work experience or indirectly through knowledge gained from family or friends employed in the industry. This was designed to find out what influence such experiences had upon pupils' perceptions of the industry.

Finally, pupils were asked to identify their preferred sources of careers information, and which sources, in their experience were most useful. The aim was to establish more effective and efficient ways in which the industry could provide careers information.

Piloting the questionnaire

The pilot was set up to:

- test the efficiency of the questionnaire. Pupils completed the questionnaire with the researcher observing
- check that the questionnaire obtained the information which the research sought to establish on job intentions, job expectations, perceptions of the industry, influencing factors on career decisions and usefulness of current careers information. The researcher held semi-structured discussions with groups of pupils, in order to ensure that all relevant information would be covered by the questionnaire.

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Four schools participated in the pilot study representing each school type and geographical location (Northern Ireland was excluded from the pilot on the grounds of cost). Each participating school provided a class to complete the questionnaire and a group of 10 to 15 pupils for the group discussion exercise. To ensure all pupils received similar instructions explaining what they were required to do, standard introductions were used for both the questionnaire completion and the discussion.

The information obtained from the group discussions confirmed that the important issues were being adequately dealt with by the questionnaire. However, a number of unnecessary questions and various ambiguities were identified.

The final questionnaire had the advantage of taking less time to complete, encouraging greater attention to responses and thus enhancing the reliability of the survey.

Selecting the sample

Once the basis of the sample requirements had been finalised, individual schools within each category were randomly selected from *The Education Authorities Directory 1991*[8]. This lists all UK secondary schools by region.

A duplicate list of schools was compiled, also on a random basis. This was used on 12 occasions because the initial school selected was either unable or unwilling to participate.

Table 1 shows the breakdown of the school types targeted and those actually participating. While the response from comprehensive, secondary modern and independent schools was entirely satisfactory, only four of the seven grammar schools targeted actually participated. This appeared to be a result of timetabling difficulties and lack of interest.

Table 2 shows the distribution of participating and targeted schools by geographical location. Although three out of the four non-participating schools were in England, the match was felt to be sufficiently close to ensure the study was representative of the views of 14 to 16 year old secondary school pupils throughout the UK.

Table 1

Targeted and participating schools by school type (numbers)

	Targeted	Participating
Comprehensive	16	15
Secondary modern	4	4
Grammar	7	4
Independent	9	9
TOTAL	**36**	**32**

Table 2

Targeted and participating schools by location (numbers)

	Targeted	Participating
Wales	4	4
Scotland	4	3
N Ireland	5	5
England	23	20
TOTAL	**36**	**32**
England		
South East	6	7
London	2	1
North West	3	3
South West	3	1
West Midlands	3	3
East Midlands	1	1
Yorkshire & Humberside	3	2
Anglia	1	0
North	1	2
TOTAL	**23**	**20**

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Statistical techniques

A combination of techniques were used:

Descriptive statistics

Pupils were asked to rate each question regarding work values, occupational status, perceptions of hotel and catering jobs, and careers information on a scale ranging from *not at all important* (value 1), to *very important* (value 5). The higher the score, the more importance pupils associated with the questions. The *raw scores* therefore revealed exactly what value pupils placed on each question or scale item.

The *mean* or *average score* was used to explain trends in the data and hence pupils' views. It was calculated by adding all the scores for a question together and dividing by the number of responses.

Significance tests

Significance tests were used to assess differences in pupils' views based on the school they attended, geographical location, school year, educational aspirations and experience of work. These included t-test, chi-square, Analysis of Variance (ANOVA), Multivariate Analysis of Variance (MANOVA) and the post hoc test LSD (least squared distance). The aim was to assess whether difference in scores were large enough not to be considered due to chance.

In addition the chi-square test was used to assess whether differences existed in the number of pupils participating in the study and the numbers expected to participate.

Grouping procedures

The two grouping procedures adopted were:

- Principal Components Analysis (PCA) – used to analyse the work expectations scale. The aim was to group together those questions with similar meanings and thus identify the major types of expectations of work held by pupils
- Cluster Analysis – used to help explain how pupils viewed hotel and catering related jobs. The aim was to group together those occupations that were perceived to be similar in terms of their job characteristics such as pay, promotion prospects, hours of work and so forth.

Qualitative information

Using semi-structured telephone interviews, qualitative information was collected from a sample of careers teachers representing the participating schools. The issues discussed included:

- general careers information and facilities available
- quality and provision of careers material on the hotel and catering industry
- demand among pupils for information on hotels and catering
- contacts with industry
- how schools want industry to help with careers programmes.

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[8] *The Education Authorities Directory 1991*, The School Government Publishing Co. Ltd. Redhill

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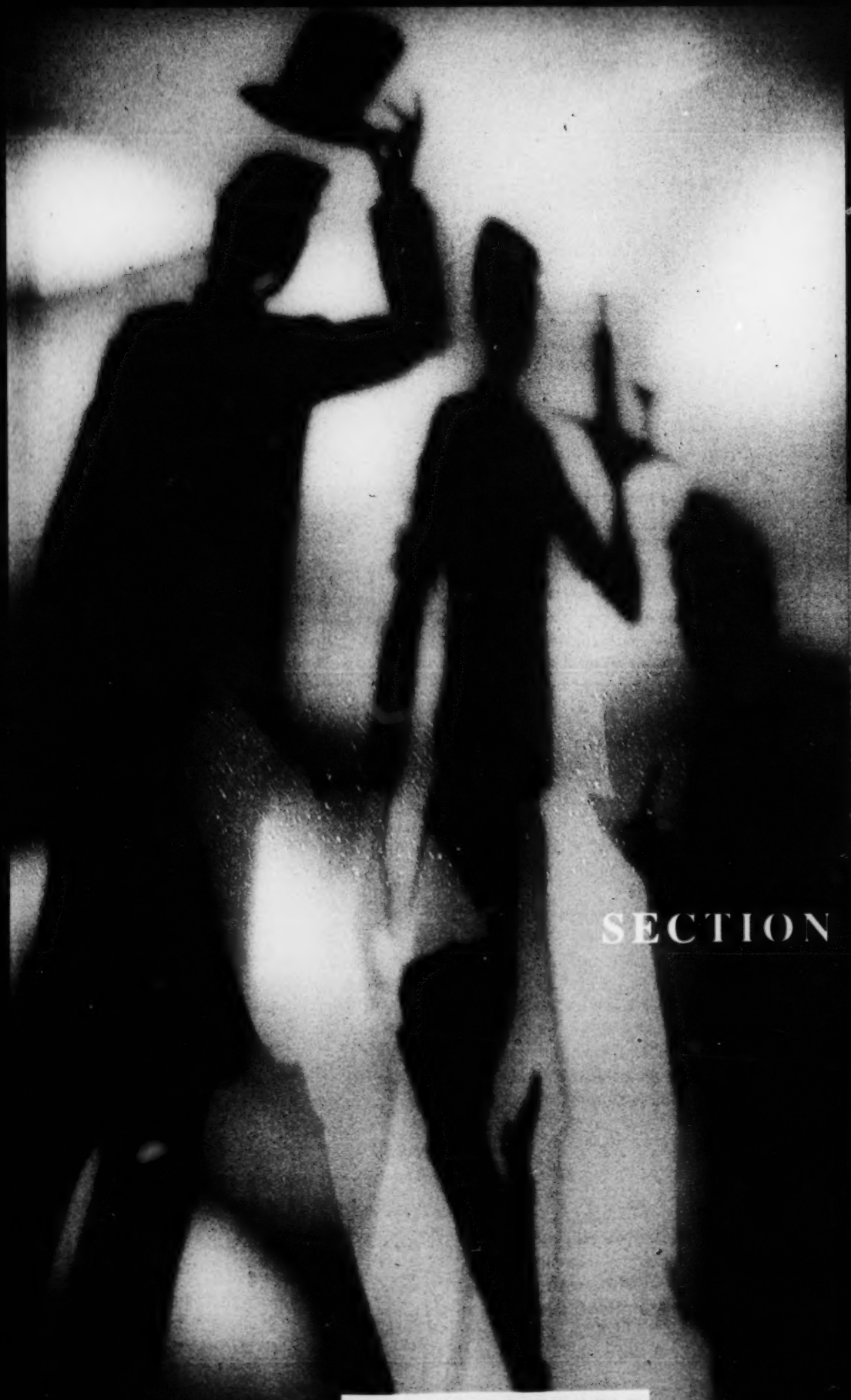

Profile of the sample

SECTION *Four*

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Of the 1,024 pupils participating, there was an even distribution of males and females (51% and 49% respectively), and year groups (58% fourth formers and 42% fifth formers).

The majority (90%) of the sample were white. While this is not too dissimilar to the UK population as a whole, the number of pupils from other ethnic groups was too small for reliable comparisons to be made.

Some 55% of pupils planned to continue their education after fifth form. A further 16% intended leaving school after GCSEs/SCEs with most of these looking for a job immediately. These figures reflect pupils' job aspirations and are in line with the Institute of Manpower Studies (IMS), 1989 report[1]. The majority were aiming for the intermediate/managerial occupational group (Table 3) – jobs generally associated with higher educational achievement. Aspirations to the professional category were dominated by males, while the other occupational groups were relatively evenly split between sexes.

Many of the pupils had indirect experience or knowledge of the industry – over half through family and over 80% through friends (Table 4). The most common sectors of the industry employing family were catering in the health service, pubs/bars and restaurants. Friends were mostly employed in restaurants/cafés, take away food establishments and pubs/bars.

Some 56% of pupils had direct work experience and for 12% this was hotel and catering related. Fewer pupils (35%) had taken part in school organised work placements, of which 3% was hotel and catering related.

Pupils were also likely to learn about and develop an interest in the industry through the school curriculum. Some 77% knew of the home economics course at their school, but 40% did not know if a tourism and leisure course was available, and 32% if a catering course was available. With the introduction of vocational GCSEs, BTEC and C&G programmes, this is disappointing.

Table 3

Pupils aiming to take up jobs in specific occupational groups by sex (percentages)

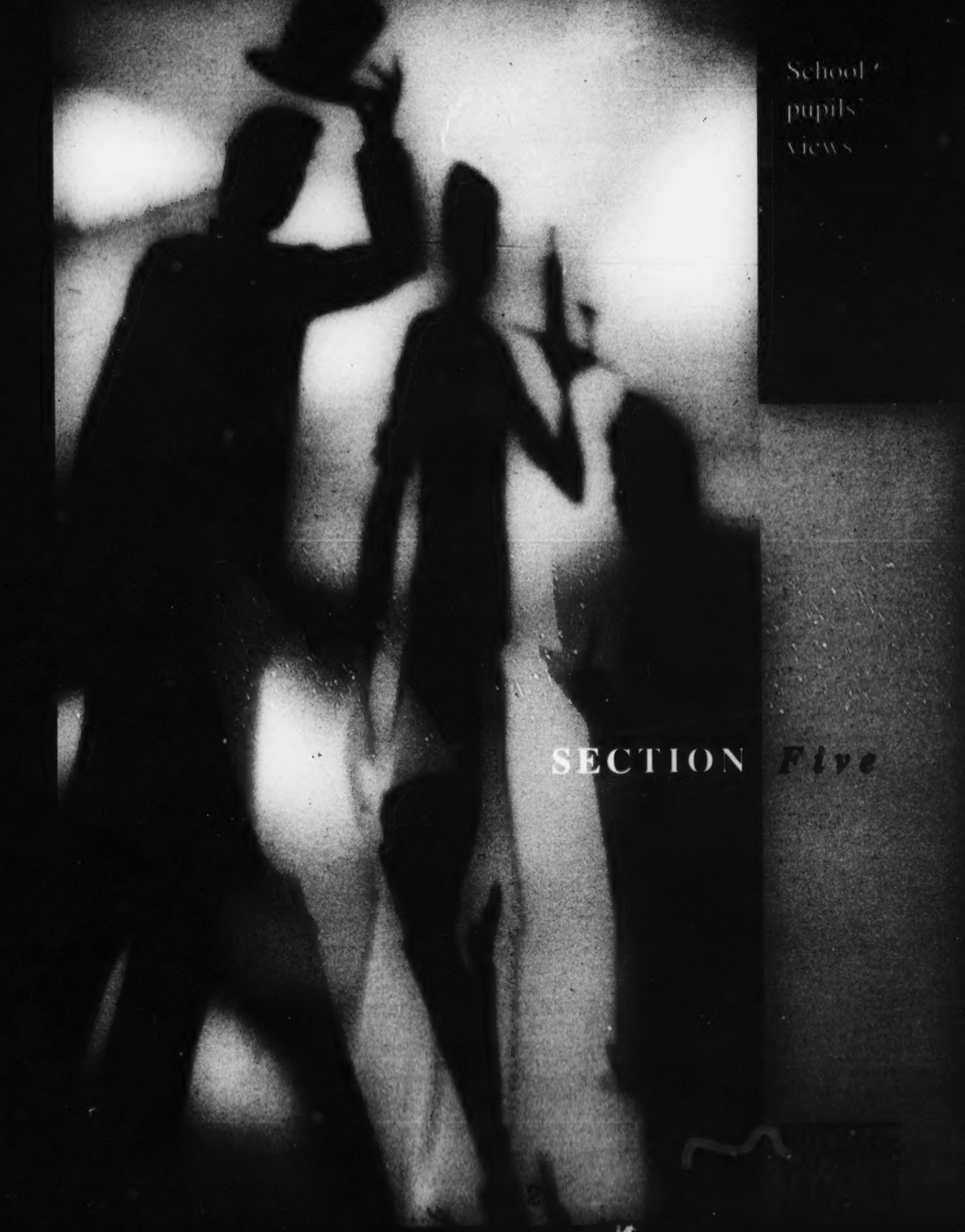
	Male	Female	Total
Professional	25	16	20
Intermediate	46	56	51
Skilled	24	25	25
Semi-skilled	5	3	4
Unskilled	-	-	-
TOTAL	100	100	100

Table 4

Pupils who have friends or family working in the industry (percentages)

	Friends	Family
Hotel/guesthouse	34	14
Catering in industry (e.g. an employee restaurant)	38	15
Take away food place	44	10
Catering in hospitals, old peoples' home, or for social services	30	18
Restaurant/café	52	17
Catering in a school, college or university	18	12
Pub/bar	43	18
In a shop restaurant (e.g. John Lewis, BHS)	33	13
Nightclub	22	8
Catering at an airport, service station etc.	12	4
Recreational, cultural catering (e.g. at a theatre/ museum, theme park, etc.)	10	5
Public administration catering (e.g. for the police, fireservice, government, etc.)	16	12

[1] *School Leavers Decline & Effective Local Solutions*, 1989, Institute of Manpower Studies, Report No. 178



School pupils' views

SECTION *Five*

JOB EXPECTATIONS

When employees' job expectations are met, increased commitment, motivation and satisfaction result. A mismatch leads to physical and psychological strain for the employee, high turnover and low productivity for the employer.

In general, people try to match what they are ideally looking for in a job with what they think it will offer them. Misconceptions about an industry, no matter how out-dated or inaccurate, will deter people from considering jobs or careers in that industry.

The survey results

Pupils were asked to rate the importance they placed on a series of job expectations. A five point scale was used, ranging from *not at all important* (lowest rating) to *very important* (highest rating).

The average importance rating for each job expectation is shown in Table 5. Most pupils were looking for jobs which offered personal satisfaction, job security and good prospects in terms of both career development and salary. The least important expections were: working alone, regular routine and responsibility for others.

Table 6 gives a more detailed breakdown for the 16 job expectations which were important to the majority of pupils and thus likely to influence their career choice. Over 80% of pupils thought that the following expectations were 'quite important' or 'very important':

- feeling of achievement 93%
- job security 90%
- good career opportunities/prospects 89%
- opportunity to earn a high salary 88%
- chance to learn new skills 84%
- interests and challenges the mind 84%
- working with friendly people 81%
- comfortable working conditions 80%

For between 60% and 79% of pupils, the following were 'quite important' or 'very important':

- use of the subjects chosen for study 78%
- variety 77%
- good performance rewarded with recognition 76%
- self-autonomy at work 71%
- respect by others 68%
- responsibility 68%
- fits in with personal values/beliefs 68%
- working for the good of others 61%

Table 5

Importance pupils placed on job expectations: average ratings

Feeling of achievement	4.5	Use of subjects chosen for study	3.9
Job security	4.5	Fits in with personal values/beliefs	3.9
Good career opportunities/prospects	4.4	Respect by others	3.8
Opportunity to earn a high salary	4.3	Self-autonomy at work	3.8
Working with friendly people	4.2	Responsibility	3.8
Interests and challenges the mind	4.1	Working for the good of others	3.7
Chance to learn new skills	4.1	Working alone	3.3
Comfortable working conditions	4.1	Regular routine	3.3
Variety	4.0	Supervision of others	3.1
Good performance rewarded with recognition	4.0		

Table 6

Importance pupils placed on job expectations (percentages)

	Not at all important	Not very important	Neither important nor unimportant	Quite important	Very important
Use of subjects chosen to study	2	5	15	53	25
Chance to learn new skills	0.3	3	13	54	30
Job security	0.5	3	7	31	59
Opportunity to earn a high salary	1	1	10	38	50
Respect by others	4	5	23	42	26
Working for the good of others	4	6	29	36	25
Responsibility	2	5	25	45	23
Working with friendly people	2	3	14	38	43
Variety	2	4	17	45	32
Comfortable working conditions	2	4	15	42	38
Good career opportunities/prospects	1	2	8	33	56
Working alone	7	10	39	32	12
Regular routine	6	14	38	33	9
Good performance rewarded with recognition	1	4	19	45	31
Interests and challenges the mind	2	3	13	41	40
Fits in with personal values/beliefs	5	5	22	35	33
Self-autonomy at work	1	5	23	51	20
Supervising of others	8	16	43	23	10
Feeling of achievement	1	1	5	31	62

When these job expectations are grouped into related areas, a more concise picture emerges of their relative importance. Table 7 shows these in rank order.

Table 7

Importance pupils placed on job expectations: average ratings grouped by expectation type

Career development	4.3
includes: opportunity to earn a high salary, good career opportunities/prospects, job security, good performance rewarded with recognition, comfortable working conditions	
Personal satisfaction	4.1
includes: interests and challenges the mind,variety, fits in with personal values/beliefs, feeling of achievement, working with friendly people	
Work content	4.0
includes: use of subjects chosen for study, chance to learn new skills	
Initiative	3.6
includes: working alone, self-autonomy at work	
Job role	3.5
includes: responsibility, working for the good of others, supervision of others, respected by others, regular routine	

Occupational status and the industry

Pupils were asked to rate a series of hotel and non-hotel and catering related jobs according to the amount of status (i.e. respect) they felt was associated with that job. The jobs specified were selected from five occupational groupings.

Pupils were very much in agreement about the status of many of the jobs, rating them high/very high status or low/very low status (Table 8). For example, high/very high status was accorded to a judge by 92% of pupils and to an architect by 80%, while low/very low status was accorded to a canteen worker by 83% and to a dustman by 89%.

Among the jobs rated medium/low status were hairdresser/barber and postman/woman. By comparison, chefs/cooks and restaurant owners were rated by many as medium/high status.

Looking at the average scores (right hand column of Table 8), the status rating decreased as the occupational group moved down from professional to unskilled. This is very much in line with government classifications.

In the professional group (judge, chartered accountant, architect), the ratings were similar – from 4.0 to 4.5 (high to very high status). In other groups, the range was wider, indicating that the perception of status is a highly subjective one

In the skilled group, both fire and police personnel were awarded more status than any of the jobs in the intermediate/managerial group. Among unskilled jobs, kitchen porters and building site workers were given higher ratings than some semi-skilled jobs.

The average scores for hotel and catering occupations were lower than for non-hotel and catering jobs:

- 3.4 for intermediate/managerial, compared to 3.6
- 2.9 for skilled, compared to 3.2
- 2.1 for semi-skilled, compared to 2.3.

This is a particularly important finding, given the impact that image has on pupils' career choices.

Table 8
Pupils' perceptions of occupational status

	Very low status %	Low status %	Medium status %	High status %	Very high status %	Average score
Professional						***4.2***
Judge	3	1	4	18	74	4.5
Chartered accountant	3	2	22	41	32	4.0
Architect	2	1	17	49	31	4.1
Intermediate/managerial						***3.5***
School teacher	5	5	37	43	10	3.5
Computer programmer	2	6	32	44	16	3.7
Air traffic controller	3	5	30	37	25	3.8
Hotel manager	3	6	30	47	14	3.6
Pub landlord	6	22	53	15	4	2.9
Restaurant owner	1	6	37	44	12	3.6
Skilled						***3.1***
Fireman	2	5	25	33	35	3.9
Policeman/woman	4	3	24	37	32	3.9
Bricklayer	20	44	32	3	1	2.2
Hairdresser/barber	9	37	47	6	2	2.5
Hotel receptionist	7	32	50	10	1	2.7
Chef/Cook	2	15	54	23	6	3.1
Semi-skilled						***2.2***
Postman/postwoman	10	34	45	8	3	2.6
Caretaker	22	47	26	4	1	2.2
Assembly line worker	23	39	31	6	1	2.2
Waiter/waitress	13	51	30	4	2	2.3
Hotel porter	26	48	20	5	1	2.1
Canteen worker (e.g. dinner lady)	34	49	15	1	1	1.9
Food counter assistant	20	47	27	4	2	2.2
Unskilled						***1.9***
Window cleaner	52	39	7	1	1	1.6
Construction site labourer	19	38	33	7	3	2.4
Dustman	61	27	9	1	2	1.6
Kitchen porter	26	52	19	2	1	2.0

PERCEPTIONS OF HOTEL AND CATERING JOBS

In this section a profile is built of how specific hotel and catering jobs were perceived in relation to one another. Pupils were asked to rate 11 jobs on the following characteristics:

- initiative
- pay
- development of new skills
- job variety
- job security
- perks of the job
- career opportunities
- length of hours
- sociability of the hours.

Each of the job characteristics were rated on a five point scale from *very poor* to *very good*, and then given a score from 1 to 5 respectively. This gave a picture of how pupils perceived the opportunities that various jobs had to offer, which could then be cross referenced with their expectations. For example, if pay was given a rating of 4 for a chef this would mean that pupils felt pay for a chef was 'good', while a rating of 2 would mean that pupils felt pay for a chef was 'poor'.

Jobs such as waiter/ess, kitchen porter, room maid and caterer in schools were rated lower than jobs such as restaurant owner, cook, chef and pub manager (Table 9). In addition, examination of the average scores for a cook on each of the job characteristics shows that they were substantially lower than those for a chef, yet the skill requirement was the same. This may be a reflection of sex stereotyping, or simply that chef sounds 'grander' than cook.

In general, all jobs were viewed as having unsociable hours, with the exception of room maids and caterers in schools. The hours worked were also perceived to be very similar, i.e. 'longer than most jobs'. A few exceptions again arose (e.g. waiter/ess, caterer in school, restaurant owner, receptionist, barman/maid, caterer in industry).

The scores in Table 9 can be translated into profiles of how each job was perceived by 14 to 16 year old pupils:

Table 9

Pupils' perceptions of job characteristics associated with specific jobs (average ratings)

	Initiative	Pay	New skills	Job variety	Job security	Perks	Careers opp	Hrs worked	Unsocial hours
Waiter/ess	2.5	2.4	2.2	2.4	2.2	2.8	2.0	2.8	3.3
Kitchen porter	2.1	2.1	2.0	2.3	2.1	2.4	1.9	3.3	3.2
Room maid	2.3	2.1	1.9	2.4	2.2	2.3	1.9	3.1	2.9
Caterer in a school	2.7	2.5	2.5	2.6	2.7	2.6	2.4	2.7	2.5
Restaurant owner	4.3	4.3	3.6	3.8	3.9	4.1	3.7	2.8	3.6
Cook	3.7	3.4	3.7	3.3	3.3	3.4	3.3	3.3	3.5
Pub manager/ess	3.9	4.0	3.3	3.4	3.7	3.7	3.4	2.9	3.7
Barman/maid	2.7	2.8	2.8	2.7	2.7	2.9	2.7	2.7	3.2
Chef	4.0	3.8	3.9	3.5	3.5	3.7	3.6	3.4	3.6
Receptionist	3.1	3.1	3.2	3.1	3.2	2.7	3.1	2.6	3.3
Caterer in industry	3.0	3.0	3.0	3.0	2.9	2.8	2.8	2.9	3.2

Waiter/ess – fairly low opportunity to display initiative. Poor pay. Poor opportunity to learn new skills. Some job variety and very poor job security. While opportunity exists for additional perks (e.g. free meals) career opportunities are poor, and hours long and unsocial.

Kitchen porter – little opportunity to use initiative. Very poor pay. Practically no opportunity to learn new skills and not much variety in the job requirements. Very few additional perks. Practically no career opportunities. Very long hours and highly unsociable hours of work.

Room maid – little opportunity to show initiative. Poor pay. Very little chance to learn new skills and very little variety. Lack of job security. No additional perks. No career opportunities. Very long, but reasonably sociable hours.

Caterer in school – some opportunity to use initiative. Poor pay. Some opportunity to learn new skills. Fair degree of task variety. Some job security with a few additional allowances. Some career opportunities and reasonable hours in terms of length and sociability.

Restaurant owner – lots of opportunity to use initiative. Good pay level and reasonable opportunity to learn new skills. Good variety in the work. Good job security and a lot of additional perks. Career opportunities good, with the length of hours not too long, but fairly unsociable.

Cook – fair degree of opportunity to use initiative. Pay fairly good. Good opportunity to learn new skills and good degree of variety in the workplace. Job security good, as are additional perks and career opportunities. However, hours of work long and unsociable.

Pub manager/ess – plenty of opportunity to use initiative. Extremely good pay. Fairly good chance to learn new skills. Good degree of variety and very high job security. Good chance to gain additional perks. Fairly good career opportunities. Hours not too long although they are unsociable.

Barman/maid – poor opportunity to use initiative. Low pay. Not much opportunity to learn new skills. Very little variety. Poor job security and few additional allowances. Career opportunities few while the hours of work are long and unsociable.

Chef – good opportunity to use initiative and learn new skills. Good pay with reasonable perks, job variety, job security and career opportunities. Fairly long, unsociable hours of work.

Receptionist – fair degree of initiative required. Pay reasonable. Opportunity to learn new skills fair. Some variety and job security. Additional perks low although career opportunities are good. Hours of work not long, but fairly unsociable.

Caterer in industry – little chance to show initiative. Pay reasonable. Some chance to learn new skills. Some variety, but little job security. Additional perks fair, as are career opportunities. Hours of work not very long, but reasonably unsociable.

These profiles demonstrate that for many hotel and catering jobs, both the opportunity to learn new skills and the prospects for a career were perceived as poor. There was also poor understanding of the variety of opportunities available and the ability to move up the career ladder from positions such as room maid, waiter/ess and so forth.

Further analysis of the ratings given for the various job characteristics showed that different jobs could be grouped according to common characteristics. Results of this analysis revealed three distinct categories:

group 1 – chef, cook, pub manager/ess, restaurant owner

group 2 – caterer in industry, receptionist, barman/maid

group 3 – caterer in school, room maid, kitchen porter, waiter/ess.

An examination of the mean scores awarded to each job characteristic for each group shows that in general the jobs in group 1 were perceived most favourably, followed by group 2 and then group 3. In other words, the jobs in group 1 were all felt to have a high degree of initiative, pay, opportunity to acquire skills, variety, job security, additional perks and career prospects. Jobs in group 2 were perceived to have a little less and those in group 3 a lot less. Overall, however most jobs, whichever group they fell into, were perceived as having long hours and relatively poor pay.

Pupils were also asked to identify aspects of the industry they perceived to be 'attractive' and 'unattractive' (Table 10). These elements can be grouped into four areas:

- *social aspects* of hotel and catering work, which overall were seen as a positive aspect of the industry
- *financial rewards*, which some saw as attractive and others as unattractive: 19% of pupils felt that employment in the industry offered the potential for earning a high salary, 18% regarded wages as low, 14% saw additional perks (e.g. free meals and accommodation) as an attractive aspect
- *career/skill development*, which on the whole was seen as good, although job security and status were felt to be poor
- *job characteristics*, of which attractive aspects were variety, travel, responsibility, comfortable working conditions and team work. Long unsociable hours and domestic duties (e.g. washing, cleaning and making beds) were overwhelmingly the most negative characteristics. Others included uncomfortable working conditions, no variety, cooking and being bossed around.

Table 10
Attractive and unattractive elements of working in the industry

Attractive	Unattractive
Social aspects	
Meeting people	Awkward customers
Satisfying people	Presenting happy image to customer
Working with friendly people	
Financial rewards	
Potentially good salary	Low wages
Additional perks	
Career/skill development	
Learning to cook	Low status/prestige
Promotional opportunities	Poor career prospects
Skill development/ training	Poor job security
Job characteristics	
Variety	Unsocial/long hours
Travel	Washing/cleaning/ making beds
Responsibility	Hard work
Comfortable working conditions	Boring
Team work	Uncomfortable working conditions
	Cooking
	No variety
	Being bossed around

CAREERS INFORMATION

Two issues concerned with careers information were examined:

- methods of obtaining careers information most preferred by pupils
- sources of careers information pupils found to be most useful with respect to finding out about jobs in general and hotel and catering jobs specifically.

In terms of preferred sources of careers information, work experience and work placements were viewed as a 'very good method' by 66% of pupils on a four point scale (Table 11), with a further 56% of pupils viewing visits to workplace sites in the same way. In contrast, only 17% were of the opinion that careers videos were 'a good method' and only 14% saw literature as 'a good method' of providing information about different jobs.

Ranking the different methods of careers guidance on the basis of average ratings, work experience and workplace visits were preferred most, careers videos and literature least:

work experience	3.6
visits	3.5
career teachers	3.2
talks	3.1
careers videos	2.9
careers literature	2.9

Table 11

Sources of careers information preferred by pupils (percentages)

	A very bad method	Not a very good method	Quite a good method	A very good method	No response
Books/pamphlets/leaflets about jobs	6	16	60	14	4
Visits to different places of work	3	7	30	56	4
Careers videos about different jobs	4	17	58	17	4
Opportunity to talk to careers teachers/advisors	3	12	48	33	4
Work experience/placement in jobs	3	4	23	66	4
Talks by outside people in different jobs/ industries	2	13	51	30	4

The majority of hotel and non-hotel and catering sources were described as either quite useful or very useful (Table 12), with only work experience being rated as extremely useful by a significant proportion of pupils (49%). Although television programmes and friends were rated as not at all useful by a fairly high proportion of pupils in both cases, these may provide valuable support mechanisms, sub-consciously or otherwise, to the main methods of obtaining careers information.

Table 12

Pupils' perceptions of the usefulness of sources of careers information for hotel and catering and non-hotel and catering jobs (percentages)

	Hotel & catering				Non-hotel & catering			
	Not at all useful	Quite useful	Very useful	Extremely useful	Not at all useful	Quite useful	Very useful	Extremely useful
Family	10	26	48	16	10	47	30	13
Friends	16	33	45	6	21	49	24	6
Careers literature	10	24	58	8	18	44	31	7
Careers videos	10	25	53	13	19	43	30	8
TV programmes	27	32	33	8	38	30	24	8
Careers teachers	8	22	51	19	11	38	34	17
Work experience	8	14	29	49	6	19	28	47
Talks	9	19	54	18	11	36	38	15
Visits	8	21	61	10	9	33	37	21

The average scores for the overall usefulness of hotel and catering and non-hotel and catering sources of information show that the majority of the ratings fall around the mid-point, i.e. quite useful or very useful (Table 13). Hotel and catering careers sources were rated less useful, overall, than other industry sources. Work experience was the most useful for both hotel and catering and non-hotel and catering related jobs, and careers videos and television programmes the least useful.

Family plays a more important role in providing information on hotel and catering jobs than jobs in general. Also, hotel and catering literature was rated more useful than non-hotel and catering literature. The lower rating for careers teachers with respect to hotel and catering, may be an indication of the lack of information available to careers teachers on this industry, or a sign of lack of interest, or a combination of these.

Pupils were also asked what sources of careers information they had **never** used (Table 14). In every case, the numbers not using a particular source was higher for hotel and catering jobs than non-hotel and catering. A quarter of all pupils had never had work experience in hotels and catering.

The differences between the perceived value of sources of information on hotel and catering jobs, and non-hotel and catering jobs might be the result of comparing one industry against all others. In general, however, it would appear that work experience, careers teachers, talks and visits are sources pupils have least experience of – yet they consider these the best methods. The sources used most – friends, television programmes, family and literature – were rated among the least useful.

Table 13

Pupils' perceptions of the usefulness of sources of careers information for hotel and catering and non-hotel and catering jobs (average scores)

Hotel & catering		Non-hotel & catering	
Work experience	2.5	Work experience	2.8
Family	2.3	Visits	2.6
Careers literature	2.2	Family	2.3
Talks	2.2	Careers teachers	2.3
Visits	2.2	Talks	2.2
Careers teachers	2.2	Friends	2.0
Friends	2.1	Careers literature	2.0
Careers videos	2.1	Careers videos	1.9
TV programmes	1.9	TV programmes	1.9

Table 14

Sources of careers information never used by pupils (percentages)

Hotel & catering		Non-hotel & catering	
Friends	13	Friends	6
TV programmes	15	Visits	6
Family	15	Family	7
Careers literature	15	TV programmes	8
Visits	20	Careers literature	11
Talks	21	Careers teachers	12
Careers teachers	22	Work experience	14
Careers videos	22	Careers videos	15
Work experience	26	Talks	16

PUPILS' PERCEPTIONS AND INFLUENCING FACTORS

Geographical location

Pupils' perceptions were examined by geographical location to assess what need there might be to focus careers information locally. The average scores for each geographical region (Table 15) showed they closely reflected the general pattern for pupils' *job expectations*. The minor differences for England relating to initiative and work role were not significant.

Professionals (judges, accountants, architects) were viewed as having more *status* by pupils in Northern Ireland than their counterparts in Scotland and England (Table 16). Skilled non-hotel and catering jobs (firemen, policemen/women, bricklayers, hairdressers) were given more status by pupils in Wales and Northern Ireland than those in England. Semi-skilled non-hotel and catering jobs (postmen/women, caretakers, assembly line workers) were given more status in Northern Ireland than in England.

Table 15

Importance pupils placed on job expectations by geographical location: average ratings

	Wales	Scotland	N. Ireland	England	Total
Personal satisfaction	4.1	4.1	4.1	4.1	4.1
Job role	3.6	3.5	3.5	3.6	3.5
Career development	4.2	4.3	4.3	4.3	4.3
Initiative	3.7	3.6	3.5	3.6	3.6
Work content	3.9	3.9	4.1	4.1	4.0

Table 16

Pupils' perceptions of occupational status by geographical location: average ratings

	Wales	Scotland	N. Ireland	England	Total
Hotel & catering					
Intermediate/managerial	3.4	3.3	3.4	3.4	3.4
Skilled	3.0	2.8	2.9	2.9	2.9
Semi-skilled	2.1	2.0	2.2	2.1	2.1
Unskilled	2.0	2.1	2.1	2.0	2.0
Non-hotel & catering					
Professional	4.2	4.1	4.4	4.2	4.2
Intermediate/managerial	3.7	3.6	3.7	3.6	3.6
Skilled	3.3	3.0	3.3	3.1	3.2
Semi-skilled	2.3	2.3	2.5	2.3	2.3
Unskilled	1.8	1.8	1.8	1.9	1.8

Generally, pupils in Wales rated careers teachers and work experience more favourably as *preferred sources of careers information* than those in England (Table 17). Pupils in England rated most of the careers guidance methods substantially lower than pupils elsewhere.

In terms of the *usefulness of careers information* on hotel and catering jobs (Table 18), careers literature was rated significantly less useful by pupils in Scotland than elsewhere. Television programmes were rated significantly more useful by pupils in England and Wales than those in Northern Ireland.

For information on non-hotel and catering jobs, English pupils gave most sources a lower rating than their colleagues in the rest of the UK.

Work experience followed by workplace visits received the highest rating by pupils in Wales, Scotland and Northern Ireland. Careers teachers received the third highest rating by pupils in Wales and Northern Ireland, while in Scotland this position went to family and talks.

Table 17

Sources of careers information preferred by pupils, by geographical location: average ratings

	Wales	Scotland	N. Ireland	England	Total
Careers literature	2.9	2.7	3.0	2.9	2.9
Careers videos	3.0	2.9	2.9	2.9	2.9
Careers teachers	3.4	3.2	3.1	3.1	3.2
Work experience	3.6	3.8	3.7	3.5	3.7
Talks	3.2	3.2	3.2	3.2	3.1
Visits	3.5	3.6	3.6	3.4	3.5

Table 18

Pupils' perceptions of the usefulness of careers information for hotel and catering and non-hotel and catering jobs, by geographical location: average ratings

	Hotel & catering					Non-hotel & catering				
	Wales	Scotland	N. Ireland	England	Total	Wales	Scotland	N. Ireland	England	Total
Family	2.5	2.1	1.1	2.3	2.2	2.4	2.3	2.2	2.3	2.3
Friends	2.1	2.2	2.0	2.1	2.1	2.2	2.1	2.0	2.0	2.1
Literature	2.2	1.9	2.3	2.3	2.2	2.2	2.0	2.1	2.0	2.1
Videos	2.0	1.9	2.3	2.1	2.1	2.1	1.8	1.9	1.9	1.9
TV programmes	2.1	1.9	1.6	2.0	1.9	2.1	1.9	1.7	1.9	1.9
Careers teachers	2.3	2.1	2.3	2.1	2.2	2.5	2.2	2.5	2.2	2.3
Work experience	2.7	2.1	2.4	2.7	2.4	3.0	3.0	2.8	2.6	2.9
Talks	2.4	2.3	2.0	2.2	2.2	2.3	2.3	2.2	2.1	2.2
Visits	2.2	2.2	2.3	2.1	2.2	2.7	2.8	2.7	2.5	2.7

School type

In terms of *job expectations*, pupils from comprehensive and independent schools placed significantly more emphasis on job role than those in grammar schools, while secondary modern and comprehensive pupils placed significantly more emphasis on work content than grammar and independent pupils (Table 19).

In general, comprehensive and secondary modern pupils perceived both hotel and catering and non-hotel and catering groups to have more *status* than pupils from grammar and independent schools (Table 20). This may suggest that comprehensive and secondary modern pupils are more likely to express an interest in the industry than grammar and independent pupils.

Table 19

Importance pupils placed on job expectations by school type: average ratings

	Comprehen-sive	Second-ary	Grammar	Independ-ent	Total
Personal satisfaction	4.2	4.1	4.2	4.1	4.1
Job role	3.6	3.7	3.4	3.4	3.5
Career development	4.3	4.3	4.2	4.3	4.3
Initiative	3.6	3.5	3.5	3.6	3.6
Work content	4.1	4.2	3.9	3.5	4.0

Table 20

Pupils' perception of occupational status by school type: average ratings

	Comprehen-sive	Second-ary	Grammar	Independ-ent	Total
Hotel & catering					
Intermediate	3.4	3.5	3.4	3.3	3.3
Skilled	3.0	3.0	2.8	2.8	2.9
Semi-skilled	2.2	2.3	2.0	2.0	2.1
Unskilled	2.1	2.2	2.0	1.9	2.0
Non-hotel & catering					
Professional	4.2	4.2	4.3	4.2	4.2
Intermediate	3.7	3.8	3.6	3.5	3.6
Skilled	3.2	3.6	3.0	3.0	3.1
Semi-skilled	2.4	2.5	2.3	2.1	2.3
Unskilled	1.9	2.0	1.7	1.8	1.3

School type was found to have an influence on *preferred sources* of *careers information* (Table 21). Comprehensive, secondary modern and grammar pupils rated both literature and videos much more favourably than pupils from independent schools, although these sources were less popular than work experience, visits and careers teachers. There were no significant differences in views on the other types of careers information.

The *usefulness of careers information* on hotel and catering jobs varied between schools (Table 22):

- careers teachers, work experience, family members, television programmes and talks were considered more useful by secondary modern and comprehensive pupils than independent and grammar pupils
- friends, careers literature and videos were rated more useful by secondary modern pupils than grammar and independent pupils.

Table 21

Sources of careers information preferred by pupils, by school type: average ratings

	Comprehen-sive	Second-ary	Grammar	Independ-ent	Total
Careers literature	2.9	3.1	2.9	2.7	2.9
Careers videos	3.0	3.0	3.0	2.8	2.9
Careers teachers	3.2	3.2	3.2	3.1	3.2
Work experience	3.6	3.6	3.7	3.5	3.6
Talks	3.1	3.2	3.1	3.1	3.1
Workplace visits	3.5	3.3	3.5	3.5	3.5

Table 22

Pupils' perceptions of the usefulness of sources of careers information for hotel and catering and non-hotel and catering jobs by type of school: average ratings

	Hotel & catering					Non-hotel & catering				
	Comprehen-ive	Second-ary	Grammar	Independ-ent	Total	Comprehen-ive	Second-ary	Grammar	Independ-ent	Total
Family	2.4	2.6	1.9	2.1	2.3	2.3	2.4	2.3	2.2	2.3
Friends	2.1	2.3	1.9	2.0	2.1	2.1	2.1	2.0	2.0	2.0
Literature	2.3	2.5	2.1	2.0	2.3	2.1	2.2	2.1	1.7	2.0
Videos	2.1	2.6	2.0	1.7	2.1	2.0	2.4	1.8	1.6	1.9
TV programmes	2.1	2.1	1.6	1.8	1.9	2.0	2.0	1.6	1.7	1.8
Careers teachers	2.3	2.5	2.0	1.9	2.2	2.4	2.6	2.2	1.9	2.3
Work experience	2.6	2.7	1.9	2.2	2.3	2.8	3.1	2.6	2.5	2.7
Talks	2.3	2.4	1.8	2.1	2.2	2.2	2.6	1.9	2.0	2.2
Visits	2.3	2.2	2.1	2.1	2.2	2.6	2.5	2.6	2.4	2.5

For non-hotel and catering jobs the differences were:

- independent schools rated careers literature significantly lower than other pupils
- comprehensive and secondary modern pupils rated careers videos, television programmes and talks more useful than grammar and independent pupils
- secondary modern pupils rated both careers teachers and work experience as more useful than pupils from grammar, independent and comprehensive schools.

School year

There was very little difference in pupils' views of *job expectations*, although fifth formers tended to place greater emphasis on their importance (Table 23). This may be a reflection of the fact that fifth formers are a year closer to the world of work.

Table 23

Importance pupils placed on job expectations by school year: average ratings

	Fourth	Fifth	Total
Personal satisfaction	4.1	4.2	4.1
Job role	3.5	3.6	3.5
Career development	4.3	4.3	4.2
Initiative	3.6	3.6	3.5
Work content	4.1	4.0	4.0

There were no significant differences between fourth and fifth year pupils' evaluation of the *status* of jobs (Table 24).

Fifth formers rated literature, videos, career teachers, work experience and talks as being more useful than fourth formers (Table 25) – probably because they have greater exposure to such sources.

Table 24

Pupils' perceptions of occupational status by school year: average ratings

	Fourth	Fifth	Total
Hotel & catering			
Intermediate	3.4	3.4	3.4
Skilled	2.9	3.0	2.9
Semi-skilled	2.1	2.1	2.1
Unskilled	2.0	2.0	2.0
Non-hotel & catering			
Professional	4.2	4.2	4.2
Intermediate	3.6	3.7	3.6
Skilled	3.1	3.2	3.2
Semi-skilled	2.3	2.3	2.3

Table 25

Pupils' perceptions of the usefulness of sources of careers information for hotel and catering and non-hotel and catering jobs: average ratings

	Hotel & catering		Non-hotel & catering	
	Fourth	Fifth	Fourth	Fifth
Family	2.3	2.2	2.3	2.3
Friends	2.1	2.1	2.0	2.1
Literature	2.2	2.3	1.9	2.2
Videos	2.0	2.1	1.9	2.0
TV programmes	1.9	1.9	1.9	1.8
Careers teachers	2.1	2.3	2.2	2.3
Work experience	2.3	2.5	2.5	3.0
Talks	2.1	2.3	2.0	2.4
Visits	2.1	2.2	2.5	2.6

Educational intentions

Pupils were classified into two groups: those who intended to leave education either before, or directly after GCSEs/SCEs and those wishing to continue their education.

There was a general consensus regarding *job expectations* (Table 26). Those staying on in education rated personal satisfaction and work content as significantly more important than those intending to leave education. Job role, career development and initiative were viewed as more important by those staying in education, although not significantly so.

Status was rated more highly by those leaving school for non-hotel and catering skilled, semi-skilled and unskilled jobs, and hotel and catering semi-skilled and unskilled jobs. By contrast, professional jobs were regarded as having more status by those staying on. No differences were found in how the two sets of pupils rated non-hotel and catering intermediate and skilled jobs (Table 27).

Table 26

Importance pupils placed on job expectations by educational intentions: average ratings

	Leaving	Staying on	Total
Personal satisfaction	4.0	4.2	4.1
Job role	3.6	3.5	3.5
Career development	4.2	4.3	4.3
Initiative	3.5	3.6	3.6
Work content	4.0	4.1	4.0

Table 27

Pupils' perceptions of occupational status by educational intentions: average ratings

	Leaving	Staying on	Total
Hotel & catering			
Intermediate	3.3	3.4	3.4
Skilled	3.0	2.9	2.9
Semi-skilled	2.3	2.1	2.1
Unskilled	2.2	2.0	2.0
Non-hotel & catering			
Professional	4.0	4.3	4.2
Intermediate	3.7	3.6	3.6
Skilled	3.3	3.1	3.2
Unskilled	2.0	1.8	1.3

The value of talks, careers videos and careers literature as *sources of careers information* were viewed in a similar way for both groups of pupils. Workplace visits, careers teachers and work experience were rated more highly by those staying on at school (Table 28). This may reflect these pupils' stronger motivation to find out and understand as much as possible about the career choices available to them. It may also reflect targeting of careers programmes by industry and education to these, the potentially more qualified, group of pupils.

Those planning to leave school gave a higher rating to the *usefulness of careers information* than those intending to stay on in education. In particular, friends, careers videos, work experience and visits were relatively highly rated (Table 29).

For non-hotel and catering jobs, those planning to leave education rated family more useful, and those staying on rated television programmes more useful. Those leaving school rated friends, careers videos, work experience and television programmes as more useful sources of careers information.

Table 28

Sources of careers information preferred by pupils, by educational intentions: average ratings

	Leaving	Staying on	Total
Literature	2.8	2.9	2.8
Careers teachers	3.0	3.2	3.1
Work experience	3.4	3.7	3.5
Talks	3.1	3.1	3.1
Videos	2.9	2.9	2.9
Visits	3.2	3.5	3.4

Table 29

Pupils' perceptions of the usefulness of sources of information for hotel and catering and non-hotel and catering jobs by educational intentions: average ratings

	Hotel & catering			Non-hotel & catering		
	Leaving	Staying on	Total	Leaving	Staying on	Total
Family	2.3	2.2	2.3	2.0	2.4	2.2
Friends	2.2	2.0	2.1	2.1	2.0	2.1
Literature	2.3	2.2	2.2	2.0	2.1	2.0
Videos	2.3	2.0	2.1	2.0	1.9	1.9
TV programmes	2.2	1.8	2.0	2.0	1.7	1.9
Careers teachers	2.3	2.1	2.2	2.3	2.3	2.3
Work experience	2.7	2.2	2.4	2.7	2.7	2.7
Talks	2.3	2.1	2.2	2.3	2.1	2.2
Visits	2.2	2.1	2.2	2.6	2.6	2.6

Experience of work/the industry

Two groups were looked at: pupils who had actually worked in the industry and those who had been influenced by friends or family working in the industry.

In terms of *job expectations*, initiative was rated as being more important by those who had not worked, while personal satisfaction and work role were rated as being more important by those who had worked. However, these differences were not significant (Table 30).

Direct experience was found to have a significant impact on pupils' perceptions of *status*. Those with experience of the industry perceived skilled and semi-skilled hotel and catering jobs as having more status than those without experience (Table 31). This suggests that direct experience of the industry had a positive effect on the perceived status of jobs in the industry.

Those who had indirect experience of the industry, gained via family or friends, rated intermediate, skilled and unskilled jobs higher than those with no experience (Table 32).

Table 30

Importance pupils placed on job expectations by experience of work: average ratings

	Worked	Not worked	Total
Personal satisfaction	4.2	4.1	4.1
Job role	3.6	3.5	3.6
Career development	4.3	4.3	4.3
Initiative	3.6	3.5	3.6
Work content	4.0	4.1	4.0

Table 31

Pupils' perceptions of occupational status of hotel and catering jobs by direct work experience: average ratings

	Direct work experience		Total
	Yes	No	
Intermediate	3.5	3.4	3.4
Skilled	3.2	2.9	3.0
Semi-skilled	2.4	2.0	2.1
Unskilled	2.1	2.0	2.0

Table 32

Pupils' perceptions of occupational status of hotel and catering jobs by indirect work experience: average ratings

	Indirect work experience		Total
	Yes	No	
Intermediate	3.4	3.3	3.4
Skilled	2.9	2.8	2.9
Semi-skilled	2.1	2.1	2.1
Unskilled	2.0	1.9	2.0

Pupils with direct work experience of the industry gave a higher rating to the *usefulness of careers information* on hotel and catering jobs. The differences were less significant when comparing those with indirect experience or no experience (Table 33).

Table 33

Pupils' perceptions of the usefulness of hotel and catering careers information sources by direct and indirect experience of the industry: average ratings

	Direct experience			Indirect experience		
	Yes	No	Total	Yes	No	Total
Family	2.6	2.3	2.4	3.3	3.1	3.3
Friends	2.2	2.3	2.2	3.1	2.7	3.1
Literature	2.4	2.3	2.3	3.3	3.0	3.2
Videos	2.2	2.3	2.3	3.1	2.8	3.1
TV programmes	1.9	2.1	2.0	2.9	2.7	2.9
Careers teachers	2.6	2.4	2.5	3.2	2.9	3.2
Work experience	3.3	2.6	2.3	3.4	2.8	3.4
Talks	2.5	2.3	2.4	3.2	3.0	3.2
Visits	2.7	2.3	2.4	3.2	3.0	3.2

QUALITATIVE CAREERS DATA

This section presents an analysis of qualitative information collected from pupils and careers teachers.

Some 28 pupils (2.8%) mentioned additional sources of information which they had found useful in helping them find out about jobs in general. The spectrum was a wide one, including: documentaries, practising work skills in spare time, reading newspapers, books on the subject, careers fairs, libraries, university open days, careers computer packages, careers libraries and television advertising.

Only 16 pupils (1.6%) had used other sources of information relating specifically to hotel and catering jobs. These included: friends working in the industry, staying in hotels, careers fairs, documentaries, contacting companies, courses taught in school, television advertising and careers computer packages.

A number of suggestions were made about what the industry should do to help pupils understand more about the industry. Clear and concise literature and talks by industry representatives were wanted most. Visits to hotels, work experience and videos also appeared attractive to pupils.

Careers teachers

Schools differed markedly in the careers information and services they provide to pupils. These differences appeared to be related primarily to finance rather than the type, or location of schools.

The better equipped careers departments held a wide range of good quality literature and videos which were used in class and/or available on loan to pupils. Some also had books dealing with a variety of career issues and a computer database of jobs.

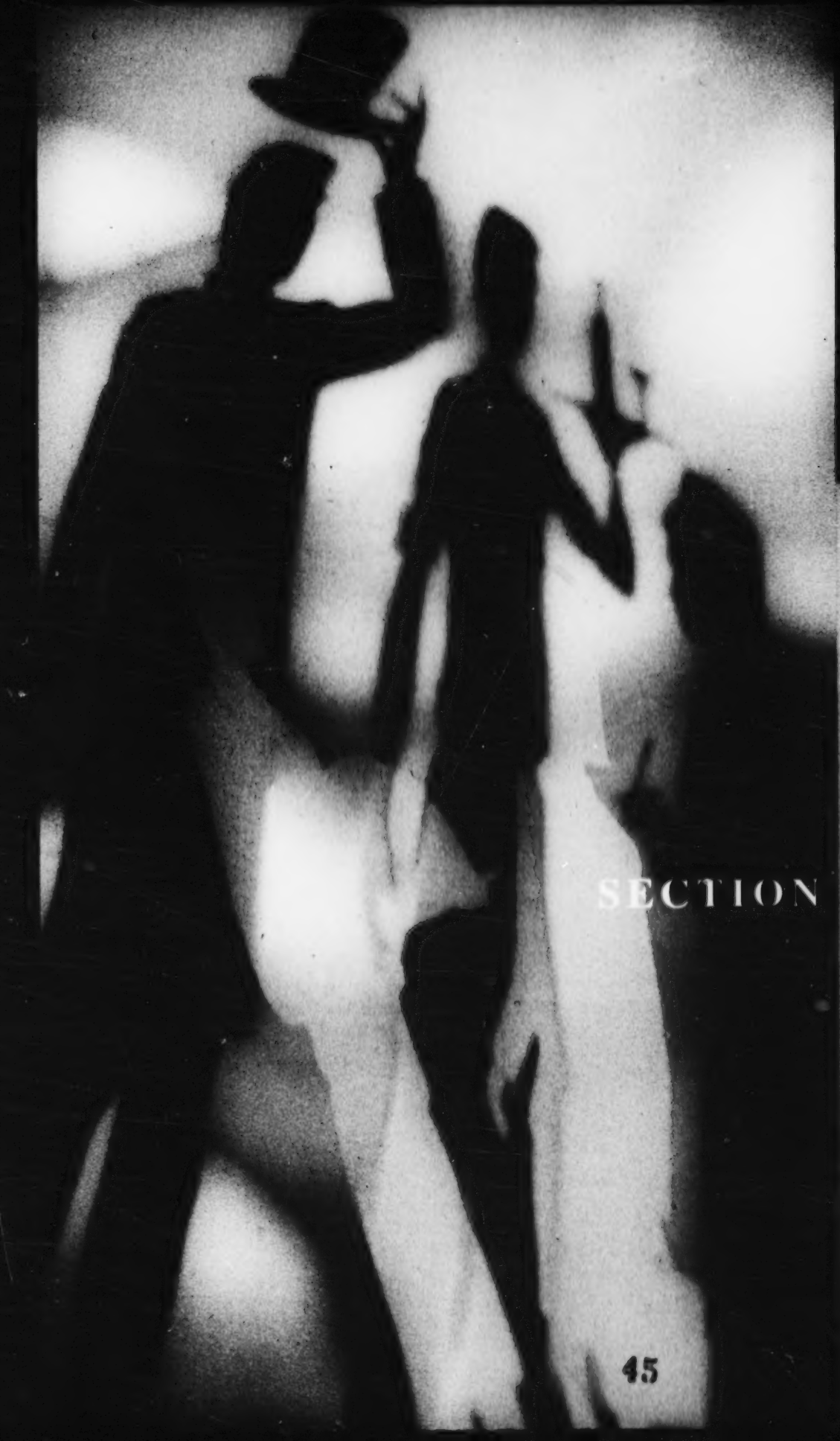
The information held in some schools was out-of-date. The less well equipped tended to hold information on the more traditional, or popular career choices e.g. armed services, or further education opportunities. Consequently, industries such as hotel and catering, or tourism and leisure, were not well represented.

All the schools participating in the study had developed some form of careers programme which dealt with issues ranging from job finding skills to interview techniques. Even if these were not always comprehensive, or well developed, the fact that career issues were actively being dealt with within the realms of the school curriculum, is obviously a step forward, both for pupils and for industry.

A few schools in the survey had trained careers officers who looked after a group of schools in the same area. More usually, teaching staff were expected to fulfil this role, in spite of the considerable demands that were already made on their time.

In general it was found that up-to-date information on the hotel and catering industry was rare, and where it was available, it was less abundant than that of other industries.

Another issue highlighted by careers teachers (specifically those involved with catering related courses) was that the introduction of the national curriculum had led to a reorganisation of the way in which home economics was taught. Now that it had been combined with a number of other areas under the generic name of Design and Technology, it was feared that a technology element would replace the unique practical course, which in the past had attracted pupils into catering. Teachers felt that the new structure was making cookery a subsidiary subject in schools.



Conclusions

SECTION *Six*

HOTEL & CATERING TRAINING COMPANY

This study has shown that school pupils generally still have a poor perception of jobs in the industry and that this has tended to deter them from considering a hotel and catering career. At the same time, however, it has highlighted the areas where determined effort to improve the industry's image is likely to succeed. Recent initiatives have demonstrated what can be achieved.

School pupils' attitudes

School pupils placed greatest priority when considering their future career on:

- sense of achievement
- job security
- career/promotion opportunities
- opportunity to earn a high salary.

These job characteristics are not yet associated with the hotel and catering industry. Furthermore, pupils generally perceive hotel and catering occupations as being of a lower status than positions requiring similar skills and qualifications in other industries.

All this suggests that careers material should focus on the many different jobs within the industry that do fulfill these expectations. The HCTC, which has a key role to play in providing careers material, was able to take account of the preliminary findings of this study in three major initiatives:

- full-colour careers booklets and a detailed listing of college-based programmes, published jointly with the HCIMA
- a careers promotion video, *A Job Worth Having*, aimed specifically at school leavers
- a detailed careers reference book, *Careers and Training in Hotels, Catering and Tourism*, published jointly with Butterworth-Heinemann.

Examination of the use of sources of careers information showed that the most preferred and most useful methods of receiving careers guidance were through work experience, work placements, workplace visits and talks from industry representatives. These methods were the least utilised, probably because of the cost and complexity involved. What can be achieved has been well demonstrated by the recent initiatives that have got underway: Springboard, Education Business Partnerships (EBPs) and Compacts. The challenge is to make them more widespread, with greater involvement from a larger number of employers.

Careers teachers' views

Discussions with careers teachers, and advisors emphasised the difficulty of their situation. Many had to cope with a full teaching load in addition to their careers role, or were employed as careers advisors for several schools. As they did not have the time, or resources to actively seek out careers information and contacts within every industry, employers must clearly take the lead.

Evidence from careers teachers suggested that the reason careers literature and videos were not highly rated by school pupils was because supplies were generally unavailable or out-of-date. Such material, it was emphasised, can be very useful provided it is part of an integrated programme of career promotion.

Action

The HCTC must now establish a concerted careers recruitment drive which:

- makes full use of its new careers material by widely circulating supplies to schools, careers offices and libraries
- keeps employers aware of the need to arrange contacts with local schools to provide work placements, workplace visits and talks, and assists with lists of contacts, support material and training for careers presentations
- coordinates and supports careers initiatives being undertaken by other organisations or agencies for the benefit of the industry.

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